**K-5 ELA Lesson Plan**

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| **Teacher:Ms. Williams, Mrs. Holder, Mrs. Reddick, Mrs. Hill** | | **Grade:2nd** | | | **Date(s)**: 8/31-9/5 |
| **Unit Title:**  A Story to Share | | | **Corresponding Unit Task: 2**  T-Chart | | |
| **Essential Question(s):**  How does asking and answering questions help me understand key ideas and details while I read?  What is the best way to share a story with an audience? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * Chart Paper * Markers * Pencils * Paper * Art supplies * Vocabulary word cards * Book baskets [biographies and character] * Student notebooks [t-chart] * Laminated STORY MAP anchor chart * Student copies of story map(s) * Writer Checklist anchor chart * Individual Student Writer Checklist * Teacher edition anthology * Student textbooks * Listening center audio equipment * Leveled readers * Laminated T-CHART anchor chart * computers | | | | key idea story traits  plot setting statement  major events topic question  capitalization facts interview  context clues noun Realistic Fiction  conventions verb  punctuation opinion  details adjectives  period power point  question characters | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  Standards: RL. 2.1 Ask and answer such questions as who, what, where, why and how to demonstrate understanding of key details in the text.  RL. 2.3 Describe how characters in a story respond to major events and challenges.  RL. 2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  RL 2.7 Use the information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.  L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.  L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.  SL. 2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media  **I Can Statement(s):**   * I can identify all the elements of a story. * I can accurately describe my Story Map. * I can identify major events and challenges in a story. * I can share ideas about the ways characters respond to major events and challenges. * I can demonstrate cause and effect using a t-chart. * I can identify expository text.   **Instructional Plan:**   1. Review historical fiction books read on Thursday. 2. Introduce Event/Challenge T-Chart. 3. Model filling in a T-Chart based on a story read earlier in the week. Analyze how characters respond to challenges in text.   **Tuesday**   1. Whole Group – review and create a T-Chart using a realistic fiction text. Begin chart whole group by discussing the character’s challenges and partially fill in the T-Chart. 2. Partner Work – Students work with a partner to complete the T-Chart. When complete, switch partners to check work.   **Wednesday**   1. Independently choose a previously read story, create the final T-Chart. Assess using the Events and Challenges rubric - Task 2 | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  W. 2.1 Write opinion pieces in which they introduced the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.  W. 2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.  W. 2.8 Recall information from experiences or gather information from provided sources to answer a question.  L. 2.1 Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.  L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing  L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **I Can Statement(s):**   * I can write an opinion piece and support it with facts. * I can use my Checklist when I write. * I can use my glossary and confirm the meanings of lesson words. * I can write a simple paragraph which includes a *topic* *sentence*, *supporting details, and an ending sentence.*   **Instructional Plan:**  Provide opportunities for writing in mini-lessons and journals.   1. Students will write an opinion piece about which book they liked the most and why. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  L. 2.2 Demonstrate command of standard English capitalization, punctuation, and SPELLING when writing  L. 2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  L. 2.4a Use sentence level context clues as a clue to the meaning of a word or phrase.  **I Can Statement(s):**   * I can use resources to check the meanings and spellings for my weekly word work. * I can successfully spell my weekly words. * I can demonstrate an understanding of the vocabulary lesson words. * I can use the computer and write a word document.   **Instructional Plan:**   1. The students will take a spelling test.   **Tuesday**   1. Introduce - Long vowel – CVC silent e. (focus on long a and i) 2. Brainstorm a list of words. 3. Introduce new spelling word list.   **Wednesday**   1. Choose a word off the Tic-Tac-Toe board. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **Standards: SL. 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **[a.]Follow agreed upon rules for discussions…**  **[b.]Build on others’ talk in conversations by linking their comments to the remarks of others.**  **[c.]Ask for clarification and further explanation as needed about the topics and texts under discussion.**  **I Can Statement(s):**   * I can identify the challenges and events that effect the characters and their actions. * I can understand the character’s problem and identify the solution. * I can successfully work with a partner to read a selection and complete a story map. * I can listen to a selection and demonstrate an understanding of story structure and sequence.   **Instructional Plan:**   1. See instructional plans for reading, writing, and word work. | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; evidence of “partner work”.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| Students will begin to explore biographies and stories using book basket selections. Computer keyboarding in word documnent.  \*\* Send home family interview, due back the following Thursday. | | Small group work and partner work to assist students with t-chart completion, cognitive dictionary activity, paragraph writing, and collaboration activities.  Students will make CHOICES as they decide on leveled reading selections. | | | Vocabulary cards and t-chart Anchor Charts will be posted. |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** * **Dibels and TRC assessments will be completed this week.** * **Baseline Writing** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*